SEND INFORMATION REPORT

September 2026

Understanding individual need. Removing barriers. Enabling progress.



RIVERSIDE BRIDGE SCHOOL

INSPIRE, EMPOWER, ACHIEVE

This policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures and guidance.

RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

OUR COMMITMENT

At Riverside Bridge School, every policy reflects our commitment to creating a safe, inclusive and ambitious school community in which every pupil is valued, every voice matters and every family is respected and supported.

Our policies translate our values into consistent practice. They support high expectations, clear responsibilities, effective partnership and informed decision-making, ensuring that the needs, rights, wellbeing and future outcomes of our pupils remain at the heart of our work.

We work collaboratively, act with integrity and continually reflect upon and improve our practice to achieve the best possible outcomes for every pupil.

POLICY PRINCIPLES

Our Policy Principles underpin how we work together and guide the decisions and actions we take to support every pupil and their families.



POLICY PURPOSE & FRAMEWORK

Riverside Bridge School policies set out the expectations, responsibilities and approaches that support safe, consistent and high-quality practice across the school. They translate our values, statutory responsibilities and professional expectations into clear guidance for everyday decision-making and practice.

Each policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures, statutory guidance and school frameworks referenced within the document.

Policies apply to the members of the school community identified within each document, including staff, governors, parents and carers, volunteers, contractors and other professionals where relevant. Everyone is expected to understand and apply the requirements appropriate to their role and to seek further guidance where clarification is required.

CURRICULUM DRIVERS



Our Drivers provide a shared golden thread across curriculum, school life, policy and leadership, helping ensure that our decisions and practice remain focused on the experiences and futures we want for every pupil.

STATEMENT OF INTENT

This SEND Information Report sets out how Riverside Bridge School supports pupils with special educational needs and disabilities. It explains our specialist provision, how pupils' needs are understood and supported, and how we work with pupils, families and professionals to promote meaningful progress, participation and preparing for adulthood.

Riverside Bridge School is committed to providing an ambitious, inclusive and highly personalised education for every pupil. As a specialist school for children and young people with complex special educational needs and disabilities (SEND), meeting individual need is central to every aspect of our provision.

We recognise that each pupil has a unique profile of strengths, needs, communication, sensory processing, regulation, health and learning. Our approach begins with understanding the individual and ensuring that provision is responsive to what enables them to engage, participate, learn and make meaningful progress.

Through our Flow Curriculum, BridgeWorks structured teaching, Total Communication approach and multidisciplinary working, we provide highly differentiated learning environments and opportunities. Provision is informed by pupils' Education, Health and Care Plans (EHCPs), ongoing assessment, professional advice and the knowledge of pupils and their families.

We are committed to working in partnership with pupils, parents and carers, the Local Authority and education, health and social care professionals. We recognise families as essential partners in understanding pupils' needs and aspirations, while maintaining clear professional and statutory responsibility for educational provision and decision-making.

Our approach reflects the SEND Code of Practice and the principles of person-centred planning. We seek to ensure that pupils are supported to communicate their views and preferences, participate in decisions affecting them and develop increasing independence in ways that are meaningful and appropriate to them.

Our responsibilities to pupils and families

Riverside Bridge School will:

- provide high-quality, personalised education that reflects each pupil's identified needs and outcomes;
- use assessment and professional knowledge to identify changing or emerging needs;
- ensure provision is informed by each pupil's EHCP and reviewed regularly;
- make reasonable adjustments and remove barriers to learning and participation;
- provide accessible communication and structured learning environments;
- work collaboratively with families and relevant professionals;
- involve pupils in decisions about their education in ways that are accessible and meaningful to them;
- prepare pupils for adulthood from the earliest appropriate stage; and
- continually review the effectiveness and impact of SEND provision.

Through these commitments, Riverside Bridge School aims to ensure that pupils and families have a clear understanding of the specialist provision, support and opportunities available across the school. We will continue to work collaboratively with pupils, families and professionals to ensure that provision remains responsive to individual need and supports meaningful progress, participation and preparing for adulthood.

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APPROVED BY: Governing Board

APPROVED ON: September 2026

REVIEWED DUE ON: September 2027

Section 01

ABOUT RIVERSIDE BRIDGE SCHOOL

Understanding our setting. Setting ambition. Explaining our provision.

Riverside Bridge School is a specialist all-through school for children and young people aged 4–19 with complex Special Educational Needs and Disabilities (SEND). Every pupil attending the school has an Education, Health and Care (EHC) Plan identifying the need for specialist provision. Our role is to provide an ambitious, personalised and therapeutic education that enables every pupil to communicate effectively, participate meaningfully, achieve positive outcomes and prepare successfully for adulthood.

As a specialist setting, we support pupils with a diverse range of learning profiles and additional needs. Many pupils have autism alongside speech, language and communication needs, learning disabilities, sensory processing differences, physical disabilities, medical needs or social, emotional and mental health needs. Most pupils have needs across more than one area of development, requiring coordinated support from education, therapy, healthcare and family services.

At Riverside Bridge School, we believe that every pupil can learn and make meaningful progress when barriers are understood and the right support is provided. We maintain high expectations for every learner and recognise that progress should be measured against each pupil's individual starting point, strengths and aspirations.

Our specialist provision is underpinned by:

- personalised curriculum pathways that reflect developmental need;
- BridgeWorks Structured Teaching to create predictable, accessible learning environments;
- the Bridging Communication Framework and Total Communication approaches;
- integrated Speech and Language Therapy, Occupational Therapy and other specialist services;
- positive support approaches that promote wellbeing and participation;
- a strong focus on communication, independence and Preparing for Adulthood throughout every stage of education.

We work in close partnership with parents, carers, the Local Authority and a wide range of professionals to ensure that every pupil receives coordinated support that is personalised, evidence-informed and centred on their individual needs. Families are recognised as key partners in their child's education, and we value collaborative working to achieve the very best outcomes.

Our vision is simple: Inspire. Empower. Achieve. Through specialist teaching, positive relationships and high aspirations, we aim to ensure that every pupil leaves Riverside Bridge School with the communication, confidence, independence and life skills needed to participate as fully as possible in their communities and adult lives.

Section 02

THE NEEDS WE SUPPORT

Understanding complexity. Responding to the whole pupil.

Every pupil attending Riverside Bridge School has an Education, Health and Care (EHC) Plan identifying the need for specialist provision. While pupils may have a primary area of need, many present with a complex profile that spans several areas of development. Our provision is therefore designed around the whole child rather than a single diagnosis, ensuring that education, communication, therapy and wellbeing are considered together when planning support.

In line with the SEND Code of Practice, the needs of our pupils are broadly described within the following four areas.

Communication and Interaction

Many pupils experience differences in how they understand, process and use communication. This may include speech, language and communication needs, autism, social communication differences or the need for Augmentative and Alternative Communication (AAC). Support may include:

- Total Communication approaches;
- the Bridging Communication Framework;
- Communication Profiles;
- visual supports and structured communication systems;
- AAC and assistive technology;
- Speech and Language Therapy;
- communication-rich learning environments.

Cognition and Learning

Our pupils have a wide range of learning profiles and benefit from highly personalised teaching that reflects their developmental stage and learning style. Learning is carefully structured to build understanding, confidence and independence through meaningful, engaging experiences. Support may include:

- personalised curriculum pathways;
- BridgeWorks Structured Teaching;
- adapted teaching strategies and resources;
- visual learning supports;
- specialist assessment;
- targeted intervention where appropriate.

Social, Emotional and Mental Health

Some pupils require additional support to develop emotional regulation, resilience, confidence and positive relationships. We recognise that changes in communication, regulation, interaction or presentation may indicate an underlying need, and we use proactive approaches that promote participation, wellbeing and emotional safety. Support may include:

- positive support approaches;
- Individual Regulation Plans;
- sensory regulation strategies;
- pastoral and family support;
- therapeutic input where appropriate;
- personalised risk management where required.

Sensory and/or Physical Needs

Some pupils have physical disabilities, sensory processing differences, complex medical needs or physical impairments that require specialist support throughout the school day. Support may include:

- Occupational Therapy;
- Physiotherapy (where commissioned);
- adapted equipment and resources;
- healthcare planning;
- moving and handling support;
- personal care arrangements;
- reasonable adjustments to enable full participation.

Many pupils benefit from provision across all four areas. Our multidisciplinary approach ensures that education, therapy, healthcare and family support work together to remove barriers to learning and enable every pupil to communicate, participate, achieve and prepare successfully for adulthood.

Section 03

ADMISSIONS AND CONSULTATIONS

Considering needs carefully. Planning appropriate placements.

Admissions to Riverside Bridge School are managed through the Local Authority in accordance with the Children and Families Act 2014 and the SEND Code of Practice. As a specialist setting, the school admits pupils with an Education, Health and Care (EHC) Plan where the Local Authority is considering whether Riverside Bridge School is an appropriate placement to meet the pupil's identified needs.
Parents and carers cannot apply directly to the school for a place. Placement requests are made through the relevant Local Authority as part of the statutory consultation process.

Consultation Process

When a consultation is received, the school undertakes a thorough review of the information provided to determine whether it can meet the pupil's needs appropriately and safely. This may include consideration of:

- the Education, Health and Care Plan;
- educational reports and assessments;
- Speech and Language Therapy reports;
- Occupational Therapy and Physiotherapy reports;
- Educational Psychology advice;
- medical information;
- previous Annual Review documentation;
- current attainment and developmental information;
- information relating to communication, regulation, sensory, physical and wider support needs.

Where appropriate, members of the school may observe the pupil within their current educational setting or other agreed environment to develop a fuller understanding of their strengths, needs and the support required.

When considering whether Riverside Bridge School is an appropriate placement, the school carefully evaluates:

- whether it can meet the pupil's identified Special Educational Needs;
- whether an appropriate peer group and curriculum pathway are available;
- the suitability of the specialist provision;
- health, safety and safeguarding considerations;
- the impact on the efficient education of existing pupils;
- the efficient use of the school's resources.

Following this process, the school provides its response to the Local Authority within the statutory consultation timescale.

Starting at Riverside Bridge School

Where a place is agreed, the school works closely with families, previous settings and partner professionals to plan a successful transition. Transition arrangements may include:

- home visits;
- visits to the school;
- transition sessions;
- meetings with parents and carers;
- information sharing between professionals;
- baseline assessment;
- planning for communication, healthcare, therapy and personalised support prior to the pupil's first day.

Our aim is to ensure that every pupil experiences a positive, carefully planned transition that promotes confidence, familiarity and a successful start to school.

Section 04

OUR CURRICULUM AND SPECIALIST OFFER

Personalising learning. Building communication. Preparing for adulthood.

At Riverside Bridge School, every pupil follows a personalised curriculum designed to meet their individual strengths, developmental stage and aspirations. We recognise that children and young people with complex SEND learn in different ways and at different rates. Our curriculum therefore provides a flexible pathway that removes barriers to learning, develops communication and independence, and prepares pupils for successful adult lives.

Learning is carefully matched to each pupil's needs and is reviewed regularly as they develop. High expectations are maintained for every learner, with teaching adapted to ensure that every pupil experiences success, challenge and meaningful progress.

The curriculum pathways

Pupils access one of four curriculum pathways, which provide an appropriate balance of specialist teaching, communication, therapeutic support and academic learning.

- Flow 1a supports pupils who are developing the earliest foundations of learning. The curriculum focuses on communication, engagement, emotional regulation, sensory exploration and developing secure relationships that enable pupils to participate confidently in school life.
- Flow 1b supports pupils who are beginning to develop symbolic understanding, early communication and increasing independence. Teaching develops functional communication, early literacy and numeracy, social interaction and practical life skills through structured and meaningful learning experiences.
- Flow 2 provides a semi-formal curriculum that enables pupils to apply learning across a wider range of situations. Pupils develop communication, problem-solving, functional literacy and numeracy, independence and community participation whilst continuing to benefit from specialist support and structured teaching.
- Flow 3 delivers an adapted formal curriculum that prepares pupils for further education, employment and adult life. Alongside academic learning, pupils access accredited qualifications, work-related learning and Preparing for Adulthood opportunities that reflect their individual aspirations and future destinations.

BridgeWorks structured teaching

BridgeWorks is Riverside Bridge School's structured teaching framework and underpins learning across every classroom.

It provides clear routines, visual structure and predictable learning environments that help pupils understand expectations, reduce anxiety and develop increasing independence. Through BridgeWorks, pupils are supported to understand:

- what they are learning;
- what is expected of them;
- how learning is organised;
- when activities begin and end;
- how to work increasingly independently.

Communication

Communication is central to everything we do. Every pupil benefit from the Riverside Bridge School Bridging Communication Framework and a Total Communication approach that reflects their individual communication profile. Depending on need, communication support may include:

- spoken language;
- signing systems;
- symbols and visual supports;
- objects of reference;
- communication books;
- communication technology (AAC);
- personalised Communication Profiles;
- communication-rich learning environments.

Our aim is to ensure that every pupil has an effective means of understanding others and expressing themselves.

Therapeutic support

Education and therapy work together throughout the school day. Our multidisciplinary approach enables teachers, co-educators and therapists to work collaboratively so that therapeutic strategies become part of everyday learning rather than separate activities. Pupils may receive support from:

- Speech and Language Therapy;
- Occupational Therapy;
- Educational Psychology;
- healthcare professionals;
- specialist sensory support;
- other external professionals where appropriate.

Preparing for Adulthood

Preparing for Adulthood begins from the moment a pupil joins Riverside Bridge School. Across every curriculum pathway we develop:

- communication;
- independence;
- emotional regulation;
- self-advocacy;
- community participation;
- employability skills where appropriate;
- healthy, fulfilling lifestyles.

As pupils move through the school, learning increasingly reflects their future aspirations and next steps, ensuring they leave Riverside Bridge School equipped with the knowledge, confidence and practical skills to participate as fully as possible in adult life.

Section 05

IDENTIFYING AND RESPONDING TO CHANGING NEEDS

Recognising change. Coordinating support. Responding early.

Although every pupil joins Riverside Bridge School with an Education, Health and Care (EHC) Plan, we recognise that needs change over time. Children and young people continue to develop throughout their education, and new strengths, interests or barriers to learning may emerge. We therefore maintain an ongoing process of assessment, observation and review to ensure that provision remains responsive to each pupil's individual needs.

Assessment is continuous and is informed by the expertise of teachers, co-educators, therapists, healthcare professionals, parents and carers. We seek to understand not only what a pupil finds difficult, but also what motivates them, how they communicate, how they learn best and the support they require to achieve positive outcomes.

Provision may be informed through:

- Education, Health and Care Plan outcomes;
- Development Profiles;
- Communication Profiles;
- curriculum assessments;
- therapeutic assessments;
- healthcare plans;
- personalised risk assessments;
- ongoing classroom observation.

Where additional barriers to learning, communication, participation or emotional regulation are identified, the school may review support through its Communication, Participation and Regulation (CPR) processes. This enables education staff, therapists, healthcare professionals and family support services to work together to identify strategies, coordinate provision and monitor progress.

Where appropriate, referrals may also be made to external agencies to provide further assessment, advice or specialist support. Throughout this process, parents and carers remain key partners and are involved in planning, reviewing and evaluating provision alongside the school and relevant professionals.

Section 06

ASSESSING AND REVIEWING PROGRESS

Understanding progress. Reviewing provision. Planning next steps.

At Riverside Bridge School, assessment is an integral part of teaching and learning. We continually monitor each pupil's progress to ensure that provision remains personalised, ambitious and responsive to their individual needs. Progress is measured against each pupil's starting point and reflects the understanding that meaningful achievement may be demonstrated in many different ways.

Assessment extends beyond academic attainment and considers the whole child. We recognise that progress may be seen through improved communication, increased independence, greater participation, enhanced emotional regulation or the successful application of skills across different environments.

Assessment information is gathered through:

- daily classroom observations;
- curriculum assessment;
- Development Profiles;
- Communication Profiles;
- therapeutic assessments;
- pupil engagement and participation;
- evidence of learning across different environments;
- parent and carer contributions;
- progress towards Education, Health and Care (EHC) Plan outcomes.

Teachers, co-educators, therapists and senior leaders work together to evaluate progress and adapt provision where necessary. Parents and carers are regularly informed about their child's progress and are encouraged to share achievements from home to provide a more complete picture of development.

Assessment information informs future planning, curriculum pathway decisions and personalised targets, ensuring that support remains appropriate as pupils continue to develop.

Section 07

EDUCATION, HEALTH AND CARE PLAN ANNUAL REVIEWS

Reviewing outcomes. Hearing every voice. Planning together.

Every pupil at Riverside Bridge School has an Education, Health and Care (EHC) Plan, which is reviewed formally at least once each year. The Annual Review provides an opportunity to celebrate progress, evaluate the effectiveness of provision and consider whether any changes are required to ensure that the plan continues to reflect the pupil's needs and aspirations.

The Annual Review is a person-centred process involving:

- the pupil, using communication methods appropriate to their needs;
- parents and carers;
- school staff;
- the Local Authority;
- health and social care professionals where appropriate.

During the review, consideration is given to:

- progress towards agreed outcomes;
- the effectiveness of current provision;
- changes in the pupil's strengths or needs;
- communication, independence and wellbeing;
- Preparing for Adulthood outcomes;
- transition planning where appropriate;
- recommendations for any amendments to the EHC Plan.

Following the meeting, the school prepares the Annual Review documentation and submits it to the relevant Local Authority within the statutory timescales. Parents and carers are kept informed throughout the process and continue to play a central role in reviewing and planning future provision.

Section 08

WORKING WITH PUPILS AND FAMILIES

Listening carefully. Sharing expertise. Working together.

Positive partnerships with pupils and families are fundamental to the success of every child at Riverside Bridge School. We believe that the best outcomes are achieved when pupils, parents, carers and professionals work together to develop a shared understanding of strengths, needs and aspirations.

Working with pupils

We recognise that every pupil has the right to have their views heard and considered. As many pupils communicate in different ways, we use personalised communication methods to support meaningful participation in decision-making.

Pupil voice may be gathered through:

- spoken language;
- signing;
- symbols and visual supports;
- objects of reference;
- Augmentative and Alternative Communication (AAC);
- observation of preferences and choices;
- contributions to Education, Health and Care Plan reviews.

Working with parents and carers

Parents and carers know their child best and are valued as equal partners throughout their child's education. We maintain regular communication to ensure that information is shared promptly and that support remains consistent between home and school.

Families are supported through:

- regular communication with class teams;
- ClassDojo and other agreed communication systems;
- parent consultation meetings;
- Education, Health and Care Plan Annual Reviews;
- transition meetings;
- workshops and information events;
- Family Liaison support where appropriate;
- signposting to external services and community support.

We encourage parents and carers to contact the school whenever they have questions, concerns or information that may help us better support their child.

Working together

We believe that education is most effective when school and home work together. Open communication, mutual respect and shared decision-making enable us to provide consistent support that promotes communication, independence, wellbeing and successful Preparing for Adulthood for every pupil.

Section 09

TEACHING AND LEARNING

Adapting teaching. Removing barriers. Building independence.

Teaching at Riverside Bridge School is carefully adapted to meet the individual needs of every pupil. We recognise that pupils learn in different ways and require varying levels of structure, communication support and adult guidance to achieve success. Our aim is to provide learning experiences that are meaningful, motivating and appropriately challenging, enabling every pupil to make progress from their individual starting point.

Lessons are planned around each pupil's strengths, developmental stage and Education, Health and Care (EHC) Plan outcomes. Staff use a range of evidence-informed approaches to reduce barriers to learning and promote engagement, participation and independence.

Teaching is supported through:

- personalised curriculum pathways;
- BridgeWorks Structured Teaching;
- visual supports and structured learning environments;
- Total Communication approaches;
- differentiated activities and resources;
- positive relationships and consistent routines;
- specialist therapeutic strategies integrated into classroom practice;
- regular assessment to inform future planning.

Our classrooms are designed to provide calm, structured and communication-rich environments where pupils understand expectations and are supported to develop confidence, resilience and increasing independence.

Section 10

COMMUNICATION AND THERAPEUTIC SUPPORT

Enabling communication. Integrating expertise. Supporting participation.

Communication is at the heart of learning at Riverside Bridge School. We believe that every pupil has the right to understand others and to express themselves in ways that are meaningful to them. Developing communication is therefore everyone's responsibility and is embedded throughout every aspect of school life. We use a Total Communication approach, recognising that pupils communicate in many different ways. Support is personalised through the Bridging Communication Framework, ensuring that communication strategies are consistent across the school day. Depending on individual need, communication support may include:

- spoken language;
- signing systems;
- symbols and visual supports;
- objects of reference;
- communication books;
- communication technology (AAC);
- personalised Communication Profiles;
- structured opportunities to develop social interaction and functional communication.

Integrated therapeutic support

Therapeutic support is embedded within everyday teaching rather than being delivered solely through isolated intervention sessions. Teachers, co-educators and therapists work collaboratively to ensure that therapeutic strategies become part of daily classroom practice wherever appropriate. Our multidisciplinary team includes:

- Speech and Language Therapists;
- Occupational Therapists;
- Educational Psychologists;
- healthcare professionals;
- other commissioned specialists where required.

Therapists work alongside school staff to:

- assess pupils' needs;
- develop personalised strategies;
- provide direct intervention where appropriate;

- advise staff and families;
- review progress;
- support pupils to access learning successfully.

This integrated approach ensures that communication, sensory regulation, independence and participation are developed consistently across the curriculum rather than in isolation.

Section11

POSITIVE SUPPORT, REGULATION AND WELLBEING

Understanding need. Supporting regulation. Promoting wellbeing.

Positive relationships form the foundation of everything we do at Riverside Bridge School. We recognise that pupils may communicate need, distress or dysregulation through changes in communication, interaction, engagement or presentation. Pupils are most able to participate and learn when they feel safe, understood and appropriately supported to regulate.

Our approach focuses on understanding the individual, identifying factors that may contribute to distress or dysregulation, reducing barriers to participation and developing communication, regulation and independence. Support may include:

- Positive Support strategies;
- Individual Regulation Plans;
- sensory regulation programmes;
- environmental adaptations;
- personalised communication support;
- co-regulation with trusted adults;
- individual risk assessments where appropriate.

Staff receive specialist training to ensure that support is proactive, consistent and centred on each pupil's individual needs. Restrictive physical intervention is used only as a last resort, in accordance with the school's Positive Support Policy, and only when necessary to maintain safety.

The emotional wellbeing of pupils is promoted through nurturing relationships, predictable routines, personalised support and opportunities to develop confidence, resilience and self-advocacy. We aim to create an environment where every pupil feels valued, respected and able to participate successfully in school life.

Section 12

HEALTH, MEDICAL AND PERSONAL CARE

Meeting health needs. Protecting dignity. Supporting participation.

Many pupils at Riverside Bridge School have medical, physical or personal care needs that require specialist support throughout the school day. We work closely with families, healthcare professionals and the Local Authority to ensure that these needs are met safely, consistently and with dignity.

Where required, pupils have personalised plans that identify the support necessary to enable them to access education safely and participate fully in school life. These may include healthcare plans, medication plans, feeding protocols, moving and handling plans, intimate care plans and individual risk assessments.

Support may include:

- administration of prescribed medication;
- management of complex medical conditions;
- emergency healthcare procedures;
- personal and intimate care;
- moving and handling support;
- specialist equipment;
- dietary and feeding support;
- collaboration with community health services and specialist clinicians.

All medical and personal care is delivered by appropriately trained staff in accordance with the school's Medical Needs, Medication and Allergy Safety Policy and Intimate Care Policy. Wherever possible, pupils are encouraged to develop independence in managing their own health and personal care, with support carefully matched to their age, development and individual needs.

Section 13

PREPARING FOR ADULTHOOD AND TRANSITION

Starting early. Building independence. Preparing for the future.

Preparing for Adulthood is a fundamental part of education at Riverside Bridge School and begins from the moment a pupil joins the school. We believe that every child and young person should develop the knowledge, skills and confidence needed to lead as independent, healthy and fulfilling a life as possible.

Preparing for Adulthood is embedded throughout the curriculum and is personalised to reflect each pupil's strengths, aspirations and future goals. Learning opportunities are carefully planned to develop the skills pupils need both within school and beyond.

Our approach focuses on the four nationally recognised areas of Preparing for Adulthood:

- **Employment** - developing work-related skills, enterprise, responsibility and, where appropriate, supported work experience and accredited learning.
- **Independent Living** - promoting communication, personal care, daily living skills, travel awareness, decision-making and independence.
- **Community Inclusion** - enabling pupils to build relationships, access community facilities and participate confidently in society.
- **Health and Wellbeing** - supporting emotional wellbeing, healthy lifestyles, personal safety and self-advocacy.

As pupils approach key transition points, particularly from Year 9 onwards, planning increasingly focuses on future education, training, employment, independent living and adult services. The school works closely with families, Local Authorities and partner agencies to ensure that transitions are carefully planned and that pupils are well prepared for the next stage of their lives. Transition support may include:

- personalised transition plans;
- visits to new settings;
- enhanced transition programmes;
- multi-agency planning meetings;
- careers education and guidance;
- work-related learning opportunities;
- close collaboration with families and receiving providers.

Our aim is for every young person to leave Riverside Bridge School with the communication, confidence and independence needed to achieve the best possible adult outcomes.

Section 14

STAFF EXPERTISE AND TRAINING

Developing expertise. Strengthening practice. Meeting complex needs.

The quality of specialist provision depends upon knowledgeable, skilled and reflective staff. Riverside Bridge School is committed to ensuring that all employees receive high-quality professional development so they can meet the complex and changing needs of our pupils. All staff receive induction and ongoing training appropriate to their role. Professional development is informed by current research, statutory guidance and the evolving needs of the pupils attending the school. Training may include:

- safeguarding and child protection;
- autism and neurodevelopment;
- communication and Total Communication approaches;
- BridgeWorks Structured Teaching;
- positive support and regulation;
- medical needs and medication;
- moving and handling;
- epilepsy, allergy and emergency healthcare;
- sensory processing;
- intimate care;
- TeamTeach;
- curriculum development and assessment.

The school also benefits from the expertise of Speech and Language Therapists, Occupational Therapists, Educational Psychologists and other specialists who provide coaching, modelling and professional guidance to staff. This collaborative approach ensures that specialist knowledge is embedded within everyday classroom practice and continually develops across the school.

Section 15

WORKING WITH OTHER PROFESSIONALS

Co-ordinating expertise. Sharing responsibility. Improving outcomes.

Meeting the needs of pupils with complex SEND requires effective partnership working across education, health, social care and other specialist services. Riverside Bridge School works collaboratively with a wide range of professionals to ensure that support is coordinated, personalised and centred on the needs of each pupil. Depending on individual circumstances, the school may work with:

- Local Authority SEND Teams;
- Speech and Language Therapy;
- Occupational Therapy;
- Educational Psychology;
- Community Paediatricians;
- Physiotherapy;
- CAMHS and mental health services;
- Social Care;
- School Nursing Services;
- specialist advisory teachers;
- sensory impairment services;
- voluntary and community organisations.

Professionals contribute to assessment, planning and review processes, provide specialist advice, deliver intervention where appropriate and support school staff and families to implement effective strategies consistently across different environments.

We are committed to working in partnership with families and external agencies to ensure that pupils receive coordinated support that promotes positive outcomes and removes barriers to learning.

Section 16

ACCESSIBILITY AND INCLUSION

Removing barriers. Making adjustments. Enabling participation.

Riverside Bridge School is committed to ensuring that every pupil can participate fully in school life. We make reasonable adjustments wherever possible to remove barriers and enable pupils to access learning, facilities, activities and wider school experiences. Disabled pupils are admitted through the same statutory consultation process as other pupils considered for placement at Riverside Bridge School. The school will not treat a pupil less favourably because of disability and will make reasonable adjustments where required to enable access to education, facilities, activities and wider school life. Accessibility is considered across all aspects of school life, including:

- the physical environment;
- teaching and learning;
- communication and information;
- educational visits;
- enrichment opportunities;
- extracurricular activities;
- the wider curriculum.

Adjustments may include specialist equipment, adapted resources, environmental modifications, communication supports, sensory adaptations and personalised approaches to learning.

The school's Accessibility Plan sets out how accessibility will continue to be improved over time and should be read alongside this report.

Section 17

EVALUATING THE EFFECTIVENESS OF OUR PROVISION

Reviewing impact. Identifying priorities. Improving continuously.

Riverside Bridge School is committed to continually improving the quality of education and specialist support provided to pupils. We regularly evaluate the effectiveness of our provision to ensure that it remains responsive to pupils' needs and reflects current evidence-informed practice. Evaluation is informed through:

- pupil progress and outcomes;
- Education, Health and Care Plan reviews;
- lesson visits and learning walks;
- curriculum and assessment monitoring;
- therapeutic reviews;
- feedback from pupils and families;
- staff professional dialogue;
- governor monitoring;
- external review where appropriate.

Information gathered through these processes is used to celebrate effective practice, identify priorities for development and ensure that pupils continue to receive high-quality specialist education.

Section 18

CONCERNS, COMPLAINTS AND FURTHER SUPPORT

Listening to concerns. Providing support. Resolving issues.

We value open communication with parents and carers and encourage any questions or concerns to be discussed with the school as early as possible. Most concerns can be resolved quickly through discussion with the class teacher or another appropriate member of staff.

Where concerns cannot be resolved informally, parents and carers may follow the school's formal Complaints Policy, which is available on the school website or from the school office.

Families may also seek independent advice and support through their Local Authority's Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS).

Further information about Riverside Bridge School's SEND provision can be found within the following documents:

- SEND Policy;
- Accessibility Plan;
- Medical Needs, Medication and Allergy Safety Policy;
- Positive Support Policy;
- Supporting Pupils with Medical Conditions;
- Intimate Care Policy;
- Admissions Policy;
- the Local Authority Local Offer.

We remain committed to working positively with families to ensure that every pupil receives the support they need to achieve their full potential.

Section 19

RELATED POLICIES & FRAMEWORKS

Connecting practice. Strengthening consistency.

This SEND Information Report should be read alongside the following Riverside Bridge School policies and guidance:

- Accessibility Statement
- Accessibility Plan
- Equality, Diversity, Equity and Inclusion Policy
- Curriculum Policy
- Positive Support Policy
- Safeguarding and Child Protection Policy
- Medical Needs, Medication and Allergy Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Complaints Policy
- Educational Visits Policy
- Admissions Policy
- Careers Education, Information, Advice and Guidance Policy
- BridgeWorks Structured Teaching Policy
- Total Communication Policy

Together, these documents provide the strategic and operational framework through which Riverside Bridge School delivers high-quality specialist education, fulfils its statutory duties and works in partnership with pupils, families and professionals to achieve the best possible outcomes for every learner.